Programme Innovation Case Studies: Child Protection and Participation

Prepared for World Vision UK by Ethicore

Programme Innovation Case Studies: Child Protection and Participation

As part of World Vision UK's DFID Programme Partnership Arrangement (PPA) in 2016, we commissioned Ethicore (www.ethicore.com) to carry out a six month research project mapping innovative programming learning and potential opportunities in our priority thematic areas of Health, Child Protection and Social Accountability. An important component of the project was identifying, summarising and analysing 12 case studies across all 3 themes from within World Vision and other agencies.

Studies were selected with a particular focus on programming for the most vulnerable children (MVC) and in fragile contexts, using the selection criteria listed on the next page. All non WV case studies used material from published reports. This document covers four case studies covering protection of children against violence or child participation, with two other documents covering Health and Social Accountability respectively. Please note that the analysis and insights below are those of the consultant and do not necessarily reflect those of World Vision.

Cover photo: Jean-Bosco, Child Parliament's President of Media and Communications speaks at a local radio station, in Beni, Democratic Republic of Congo. The station gives weekly airtime to the Child Parliament (supported by World Vision) to allow them to spread their child protection messages.

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CRITERIA FOR CASE STUDY SELECTION (Original)

Title of project	Insert project name / ref here			
Criteria	Description	Essential or optional?	Weighting	Score
Quality	Sufficient evidence (quantitative & / or qualitative data) documented for a case study	Essential		
Sectoral	Applies (or has potential to apply) to a need, or opportunity in 1 or more of the 3 priority programme areas	Essential		
Innovative & Impactful	Evidences a NEW solution able to deliver sustained impact for vulnerable children & their communities	essential		
New model or Transforming?	Innovation is either a new development model OR a transformative 'step change' approach.	1 or other; Optional –	scores 2	
New business or partnering model	Innovation is either a new business model OR partnering approach.	1 or other; Optional –	scores 1	
Most Vulnerable	Innovation that has particular relevance for the most vulnerable children & their house-holds and communities	Optional –	scores 3	
Replicable	The innovation can be adapted to different contexts and cultures	Optional –	scores 2	
Scalability	The innovation has potential to be applied at a large scale e.g. across entire countries and large populations	Optional –	scores 2	
Cost effective	The innovation is impactful at relatively low cost or achieves significant cost savings	Optional –	scores 2	
Fragile or post emergency contexts	The innovation has been applied, or has high potential to be applied in fragile or post emergency contexts	Optional –	scores 3	
Alignment	The innovation is well aligned to a particular WV strength or opportunity (e.g. community base, faith)	Optional –	scores 2	
Organisational	The case study demonstrates increased organisational capability for innovation or agility	Optional –	scores 2	
Marginal urban or rural	The innovation responds to a particular opportunity in a neglected / niche programme area	Optional –	scores 1	

Overall Insights from case studies

1.FOCUS ON THE PROBLEM AS RECOGNISED AND DEFINED BY TARGET AUDIENCES

- Start from the needs of children and their families and communities
- Be adaptive, flex programme development in line with the needs of the community
- Aim to meet participant expectations – not provider expectations

2.INNOVATE WITH PARTICIPATORY PROGRAMME DESIGN

- Put communities at the heart of the design process
- Focus on community to define demand and solve problems
- NGOs as facilitators to convene, facilitate and build capacity

3.EXPERIENCE PROBLEMS AND SOLUTIONS

- Design solutions based on observation and experience
- Understand problems through proximity not just analysis
- Focus on solutions created – not what needs you aim to satisfy

4.CREATE DEMAND FOR THE OUTCOME NOT DEMAND FOR INPUTS

- Focus on endgame e.g. village which is child marriage free
- Provide an excellent service to drive demand
- Provide proof and build trust through tangible experiences

Insights from case studies (CONT.)

5.OUR GOALS, NOT MY GOALS

- Set clear goals for programmes, as expressed by beneficiaries
- Have an intentional aim and evaluate against it
- Put those experiencing a problem in place to evaluate it

6.DESIGN FOR THE MOST VULNERABLE AND MARGINALISED

- Engage most vulnerable and marginalised children in programme analysis and design
- Avoid reinforcing structures that exclude, e.g. focus groups which favour the literate
- Extend approaches to other vulnerable groups, e.g. disabled and illiterate
- Enlist children as advocates and ambassadors

7.WORK WITH 'UNUSUAL PARTNERS' TO REACH BENEFICIARIES.

- Identify new targets reach audiences, e.g. domestic violence -work with perpetrators, not just victims.
- Work with current actors (men's groups) and potential actors (boys), defenders (women's groups) and enablers (e.g. police force).

8.LAYER UP LEVELS OF ACTIVITIES, ISSUES AND RELATIONSHIPS.

- Work with different levels, e.g. national government, local government, community groups, families.
- Consider inter and intra-family relationships, e.g. multi-generation, familial, community, peer-to-peer.
- Integrate new partners to imagine new models, e.g. design firms, government bodies, private sector.

INSIGHTS FROM CASE STUDIES (CONT.)

9.REFRAME AND REPURPOSE APPROACHES FOR CULTURAL RELEVANCE.

- Identify core values of key audiences and influencers, e.g. generational respect.
- Identify new activities which align with their values, e.g. storytelling .
- Reinforce cultural practices to build solutions, e.g. grandmothers as advisers.
- Contextualise for local culture, e.g. drumming in rural Uganda.

10.EXTREME INNOVATION IN CRISIS SITUATIONS.

- Invest in capabilities to enable extreme innovation, e.g. partner with agile tech innovators.
- Focus on access to information for continuity and accountability, e.g. records aggregation and demand identification through mobiles.
- Access through free mobile applications to build participation.
- Innovate with 'anonymous' technology for citizen accountability in fragile states.

11.INNOVATE WITH NEW ECONOMIC MODELS.

- Delivering a service for customers not beneficiaries.
- Develop business/funder/government alliances. Create solution focused programmes for funders and governments. Requires ideological shift and reengineering of NGO model.
- Leverage NGO credibility/access, private sector technical ability/resources, government authority/capability.

12.NEW MODELS AND PROCESSES ENABLE GREATER IMPACT AND ADAPTATION.

- Large scale impact through disruptive innovation: visioning new structures and models, e.g. Living Goods.
- Strong brand creation for scale: Use on and offline networks: community advocacy, media and social media, e.g. I Care About Her.
- Modular approach: building different 'blocks' of innovation to allow iterative development, e.g. LMMS.

Child Protection

Internal Case Studies

Case Study 1: Strengthening law-mandated structures to achieve sustainable child protection	World Vision and partners
Case Study 2: Amber Alert System	World Vision and partners

Strengthening law-mandated structures to achieve sustainable child protection
from World Vision

INNOVATION/ APPROACH	Systems approach
FOCUS OF INNOVATION	Child Protection through systems strengthening, accessing CP budgets, reporting and resolution of CP cases
TYPE OF INNOVATION	Incremental Product performance
THEMATIC AREA	Child protection and participation

OVERVIEW

Despite the founding of the Central Child Welfare Board in 1992 to set up a formal system of Child Protection across the country, there was an evident gap between legislation and service provision in Nepal. A lack of resources and capacity meant implementation of district and village-level structures were not in place. Children were victim to multiple child protection issues: child labour and violence against children. Child early marriage was a particular issue, supported by social norms in communities.

World Vision's project in Sunsari and Udayapur set out to create a sustainable CP system, aligned with government priorities and fully operational at the local level. Starting with an evidence–based dialogue to identify CP abuses in communities, World Vision worked with the district Child Rights Officer to strengthen the non-functional District Welfare Board (DCWB). World Vision facilitated inter-government department dialogue to encourage the establishment of prescribed local structures: Village Development Committees (VDCs) and Village Child Protection and Promotion Committees (VCPPCs) – to whom children could report CP abuses.

Once the system was in place, the project worked with the VCPPCs to ensure full understanding and ownership of the system. They also brought in the police, health workers, school management committees and teachers to strengthen CP planning at the village and district levels.

Community participation and ownership was at the core of the project, which worked with informal community groups and Children's Clubs to identify and report CP cases.

FEATURES

Facilitating dialogue

Facilitating dialogue and collaboration between government departments to implement local CP structures

Fostering multi-stakeholder engagement

Working at multiple levels to build understanding and ownership:
-VCPPCs to ensure full understanding and ownership of the system.
-The police, health workers, school management committees and teachers at the village and district levels.

Building community ownership

Building the capacity of community groups, mothers groups, health volunteers, traditional healers and Children's Clubs to recognise and report cases of CP abuse.

A child centred approach

Building the capacity of children and young people to recognise abuse, listening to them and responding to their feedback.

KEY PERFORMANCE INDICATORS

Increased identification and resolution of CP cases and a functioning CP system

1) Increased reporting and resolution of child protection cases

- From zero CP cases reported to 421 CP cases reported and resolved between 2011 and 2016, with many others being informally resolved in communities.
- Qualitative data also reports a substantial increase in children's identification of and resistance to abuse and increased community trust in mechanisms for the reporting and referral of child abuse cases.

2) Achieving a Child Marriage Free village

- The Chandbela village in Sunsari has been declared Child Marriage Free.
- Other villages are working towards the same status.

3) A sustainable child protection system

- Formal systems for child protection established and running at district and village level – 2 functional DCWBs and 13 functional VCPPCs.
- 15% of yearly village development budgets allocated to child protection.

INSIGHTS

A good service will change demand AND expectations

Building capacity at different levels of the system ensures the supply of a good service for reporting and resolving cases of Child Protection.

This in turn leads to an increase in demand as trust builds in the quality of the service, and enables a gradual shift in expectation around accepted behaviours, norms and responsibilities to protect children.

Children as advocates

By working with Children's Clubs, offering training and activities, children's awareness and skills to communicate on CP abuses are strengthened.

Children can be effective advocates, teaching other children to identify and report child protection issues.

Listening to children's voices

Child protection programme design starts with a child-centred approach, listening to children. The Nepal approach was informed by World Vision's ADAPT child protection analysis. Workshops and focus groups with children identify key issues and child protection priorities in a community.

Further consultation and analysis with adult community members and local stakeholders build on the priorities identified by children.

INSIGHTS

Joining up the system

Law mandated structures are effective where a gap exists between government CP policy and its realisation at the local level. Using law-mandated CP structures to create a sustainable CP system, from the local to the national level works well in countries where the government has already put in place specific CP policies, but is struggling with their implementation.

Aligning communities with government strategy also boosts sustainability.

Tailor structural solutions to individuals

By using child and community centred consultation, systems structures can be focused on supporting the specific needs/issues faced by children in a village or community.

Design for the most vulnerable

Consultation can automatically favour more educated members of a community. Designing an approach to reach the most vulnerable/marginalised/excluded, to build their awareness and usage of the child protection system is key. The design of the ADAPT tool , specifically identifies and represents the most vulnerable children in the process.

WHAT'S UNIQUE ABOUT THE INNOVATION?

Community ownership
The project worked closely with informal and more formal community structures to build a sense of responsibility for child protection, and an understanding of the systems and structures in place to address child protection issues.

Child centred design
By listening to children and encompassing their feedback into programme design, the approach designs local structures around the needs of children, for more relevant local services.

Working with supply side services to change attitudes and behaviours
By focusing on the supply side of child protection services (as well as service users), the programme was able to change behaviours and attitudes to using child protection systems on the demand side.

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WHAT MAKES IT INNOVATIVE?

A systems approach rooted in the community
Rather than just working with structural elements of the child protection system, World Vision worked with all levels , notably community stakeholders and children, to build trust and engagement with the system.

Localised Amber Alert Uganda from World Vision

INNOVATION/ APPROACH	Innovation
FOCUS OF INNOVATION	Child Protection through community structures, cultural practices and connections
TYPE OF INNOVATION	Transformational

OVERVIEW

The Community Amber Alert Against Child Sacrifice (CAAACS) Project was developed in the Buikwe District in 2013, in response to the cruel practice of child mutilation and sacrifice. Since 2013, World Vision Buikwe Cluster has been implementing a Community Amber Alert Against Child Sacrifice (CAAACS) Project aimed at reversing the high demand for children's body parts in the communities by changing their behaviour and attitudes towards the use of body parts in rituals and treatments of illness. The CAAACS takes a three pronged approach: the alert system, changing social norms, and geographical information systems.

The Amber Alert is a universally recognised response to a child going missing. It was localised to suit the context of Uganda, employing a mix of indigenous tradition via drumming, and technology such as mega phones, to assist in the search and recovery of kidnapped children. An eye witness raises an immediate alert via a loud shout (ululation) and the sounding of the drum—commonly known as Junju Mujje —triggers the early warning. This is a very crucial strategy in the rescue attempt. For wider coverage, alert messages are relayed through the mega phones erected in strategic locations. Motorbike taxi drivers, who wait for passengers in the village center, immediately drive to block off escape routes. A village alert committee notifies local police, community leaders, and radio stations that a child has been taken.

Community sensitisations have helped to challenge community behaviours, like keeping children out of school, and increased the level of participation by caregivers in their child's education.

FEATURES

Challenging cultural norms

Unscientific assertions inform attitudes and perceptions held by sections of the population in the affected communities. These in turn, drive the practice of child sacrifice and mutilation.

The project aims to tackle these, whilst running a parallel alert system to reduce the practice.

Community ownership

Any member of the community can raise the initial alarm, and other members of the community are able to become part of the alert and the subsequent search with ease; this mobilisation of the community through a call to action creates a system whereby the community are able to actively manage their response to the practice of child kidnapping.

The community embraces and owns the plan because they worked with local community workers to develop it.

KEY PERFORMANCE INDICATORS

Evaluation has focused on three areas of change:

1) The report and prevention of child abductions

There was a significant improvement of 67 percent in the handling of child abuse cases by Police in 2013, compared to 14 percent in 2012. 8 Cases reported between October 2014 and February 2015 to Ngogwe Police Post show a reduction in cases reported —with 5 defilement case; 2 abduction cases; 1 kidnap case; and 2 missing children.

2) Regulatory changes

During CAAACS Project implementation, grassroots and other child protection structures have been reinvigorated. This has given reporting and referral mechanisms, as well as networks, a much needed boost. Owing to sustained capacity support to CPCs in allegation management and reporting, there was a 50 percent rise in the number of child abuse cases reported in 2013 when the Project began - compared to only 40 cases in 2012.

3) Social Changes

Testimonials from those in the communities involved have been collected. They showcase a dramatically improved sense of control over child abductions and a route to trying to protect their children.

There were also changes that were unpredicted, but welcomed. For example, the improved relationship between community leaders and traditional healers. Highlighting their potential to drive change has empowered them to take a stance and to regulate their own activities. As such, they set up their own Association of Traditional Healers with a constitution to regulate their activities.

INSIGHTS

Communities need to understand how their own beliefs feed a behaviour

WV joined up with HumaneAfrica to tackle social norms in Uganda. They utilised the changing Social Norms Approach, which aims to take apart deeply rooted perceptions. Without demand for children's body parts, there would be no supply and no child would be sacrificed. The multi-phased workshops were intended to help the affected communities come to terms with the reality of occurrences in their own communities. Firstly, the affected communities had to acknowledge that child sacrifice exists; and it affects them adversely. And secondly, they had to be willing to re-evaluate their beliefs and attitudes to bring about positive change.

One change can drive another

The time invested to tackle social norms led to the creation of the End Child Sacrifice Coalition (ECACS) by the Ngogwe community. Initially driven by a CVA volunteer (Citizens Voice and Action), this coalition aimed to present a protective measure to reduce risks of child sacrifice. The Coalition ensured that all children of school going age were in school. The number of children attending school has increased from 20 to 319. This mobilisation of the community by another group was only possible because of the initial WV work.

It's important to engage with players who are seen as 'core' to the problem

Traditional healers have historically been viewed as driving child sacrifice and mutilation. In this project, the CPAs for each district were tasked with engaging with healers and identifying ways to challenge beliefs held around witchcraft. They found that the healers were in fact not driving the practices, and in many cases were fiercely opposed. This presented an opportunity to get those trusted individuals out and speaking to the community, helping to distance their practices from those driving child sacrifice.

INSIGHTS

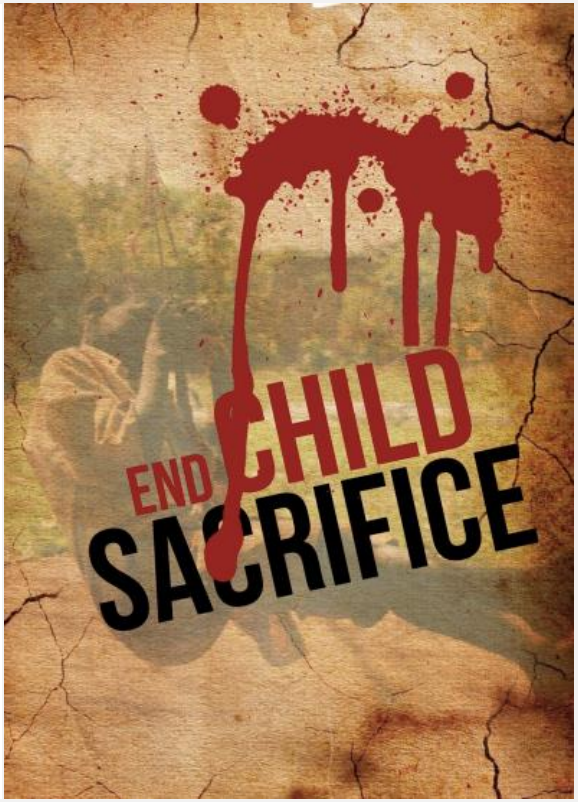
The most advanced technology is not always the most appropriate

In these communities, not everybody has access to a mobile phone and connectivity is patchy. A drum and mega phone based system presents a simple, easy way to maintain the communication of messages, with little need for electricity and minimal capital investment.

The system works even without the GIS element, which offers an additional benefit rather than being essential to the system.

Technology enables a cultural practice such as drumming to form the foundation for a technology based advancement

GIS enables key players in the community, such as enforcement officers, to report on kidnappings and developments in each case. By being able to record the details online they can also use the data to map incidents and help them to identify potential suspects and prime areas of activity. It is of note that this technology appears to provide an additional layer of benefit and is not needed for the base programme to work.



WHAT'S UNIQUE ABOUT THE INNOVATION?

Community ownership of the problem

The innovation is based on tackling community beliefs as a way to indirectly reduce child mutilation and sacrifice. A social norms change facilitator observed, "We believe that it's the community, who drive the demand for children's body parts. The society is responsible for creating this demand. People go to witchdoctors —they tell them they have problems; they want to get rich; they want to get this or that. So, we want to see the community stop going there. When they stop, no child will be at risk of being sacrificed." The Amber Alert scheme puts the onus on the community itself to challenge their own cultural beliefs.

Community ownership of the solution

The community were involved in the design of the amber alert in their community, and they have taken ownership of the drums and mega horns to ensure these are maintained. The community also takes direct responsibility for reacting to the initial drum alert, with everybody actively taking part in the search and working to block roads off.

The basis of an indigenous system to raise the alarm

The use of drums as a social alert has been part of Ugandan culture historically. Basing a modern system on this traditional cultural behavior, provides a solution that will be more readily accepted by the community.

WHAT MAKES IT INNOVATIVE?

The use of less advanced technology

New technology is often core to innovation. In this innovation, the programme team actually worked to ensure that the technology used was as simple as possible. There is an element of GIS, which is more advanced, but this adds an additional layer of benefit, rather than being essential to the solution.

100% community managed maintenance

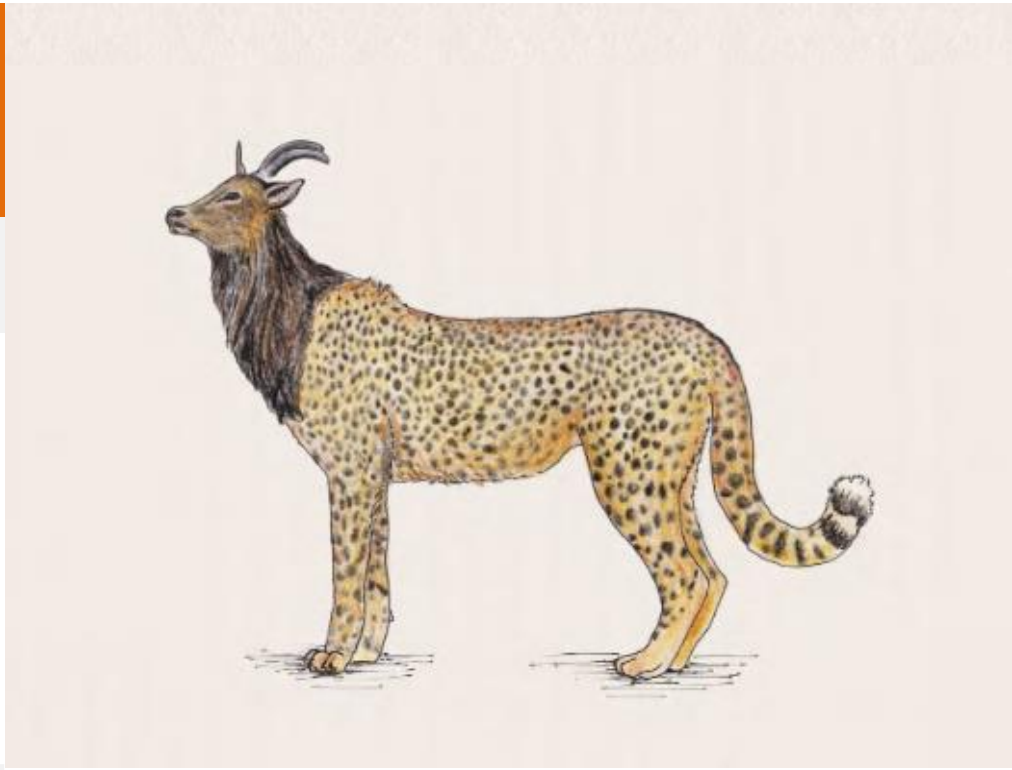
The community have taken full responsibility for the physical items involved – the drums and the mega phones. They have even created new ways to fund the programme. For example, the community decided to allow mega phones to be used for other purposes, such as deaths in the community and other important announcements, for a fee of 500 Ugandan Shillings to raise funds for their maintenance.

The localisation of a global alert system

the Amber Alert System is a child abduction alert scheme established in the US. In Uganda they have taken this idea and localised it by bringing it inline with cultural practices already in place, such as traditional drumming.

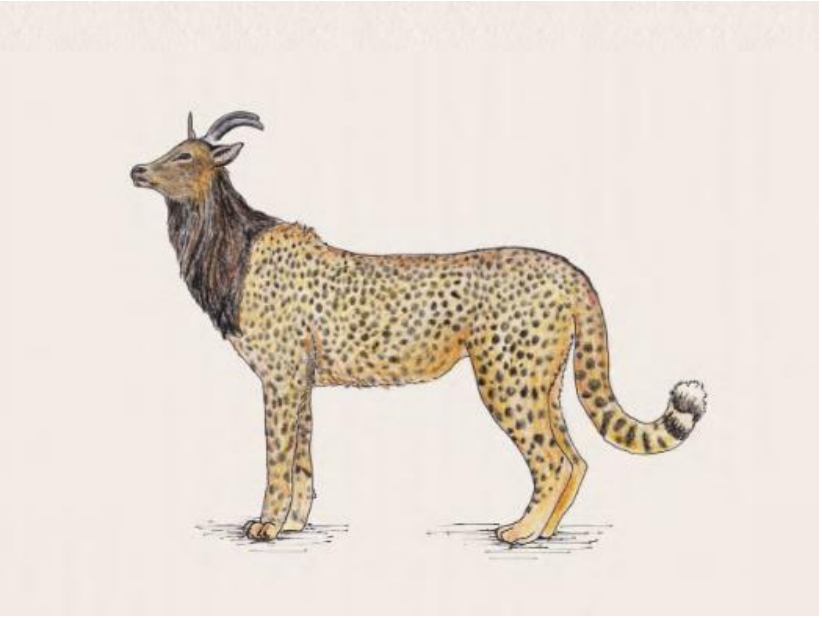
Child Protection

External Case Studies



Case Study 1: Child Led Evaluation	Plan
Case Study 2: I Care About Her	Oxfam

Child Led Evaluation by PLAN



INNOVATION/ APPROACH	Approach
FOCUS OF INNOVATION	Child Protection – reducing violence against women and children through interpersonal relationships
TYPE OF INNOVATION	Transformational

OVERVIEW

Child Led Evaluation in Cambodia is the latest development in Plan International's work on the Building Skills for Life Programme.

The Building Skills for Life programme seeks to empower adolescent girls and address the unique challenges they face in accessing quality education across seven countries: Cambodia, Mali, Malawi, Kenya, Pakistan, Rwanda and Zimbabwe. The programme is funded by a PPA with DFID.

After the first three years of programming, a new outcome monitoring system (OMS) was developed for the PPA programme. The approach combines qualitative with quantitative data, sourced from all stakeholders. The introduction of OMS laid the foundations for a child led evaluation pilot.

The Child Led Evaluation (CLE) in Cambodia saw children involved in two roles – Child Evaluators, who helped to shape the questions, the methodology for collection and the facilitation of the evaluation groups, and Child Participants – who helped to review the programme objectives and progress against them.

Visuals and rubrics were used to allow the children to fully understand the concepts involved, and to assess levels of achievement, using visual representations, in this case animals of varying sizes.

FEATURES

Evaluation techniques

The case study revolves around evaluation techniques. It examines the use of qualitative evaluation and it's use alongside quantitative data collection and analysis.

Child led evaluation

At the heart of the case study is the focus on children in the evaluation process, both leading it and participating in it.

Community representation

The study looks at how to ensure evaluators (child or otherwise) represent the wider community, rather than specific, more engaged sectors.

KEY PERFORMANCE INDICATORS

There are five key objectives for the Building Skills for Life Programme:

- Quality of education - To increase the number of girls who enrol in school and reduce the number of girls who drop out, by convincing parents and the community of the importance of education and improving the quality of teaching.
- SRHR- To increase knowledge of the body's reproductive system and to increase recognition among parents and community members that it is important for girls and boys to know about their bodies.
- Gender equality - To ensure girls are valued as much as boys and given the same opportunities in school and in the community.
- Accountability and participation - To increase the willingness and opportunities for girls and boys to participate in taking decisions important for their lives and education, by convincing school management and leaders to involve and listen to young people.
- Economic barriers to girls' education - To provide some material support to the most disadvantaged girls to enable them to go to school, in the hope that they would become an inspiration to other disadvantaged girls and more would follow.

Quantitative data was collected from key stakeholders on the above, using the existing OMS model. The Child Led Evaluation aspect looked only at qualitative data, and had it's own methodology. Elements of this methodology had already been tried and tested in the OMS model, helping to provide a pre-pilot to some degree. The methodology is outlined overleaf.

KEY PERFORMANCE INDICATORS (contd.)

Ten child evaluators (CEs) were selected to lead the evaluation: The CEs received training to help them fulfil their role and helped to define the evaluation questions and child-friendly data collection tools. The CEs took all decisions in relation to how information was analysed and how it would be presented to stakeholders.

Focus Group Discussions were run with eight girls and eight boys and were conducted and entirely facilitated by the CEs. They also carried out three FGDs with mothers and three with fathers. Key Informant Interviews with three community leaders and three interviews with teachers also formed part of the evidence collected. Facilitation of the process was delivered by the Enabling Adult Team (EAT).

In order to capacity build, the CEs were trained in two areas:

- Facilitating methodologies – a one day training course introduced them to the baseline data, the aims of the project and tools such as the Problem Tree (reworked to make it more child friendly). They were given the opportunity to discuss why children dropped out of school, and to identify barriers to education. They were asked to consider who were the most vulnerable with regards to missing out on education and given options for how data could be collected and evaluated. The options they were given were more visual and interactive, with the requirement for less note taking.
- Evaluative judgements – understandable concepts and a clear way to assess achievement were key to ensuring the CEs could make judgements. Visuals were used to demonstrate concepts, and rubrics were used to present different levels of achievement. Thirteen rubrics were created, and each rubric level was represented by animals known to the children. The bigger the animal, the higher the level of achievement.

Visual used to represent question 'Who carries the greatest burden?'

Each objective of the programme was reviewed, and given an animal level. The CEs were then asked to assess the overall programme design, looking at five things: relevance/effectiveness/efficiency/sustainability/equity. They assigned each of these five factors an animal. They brought the five factors of programme design together into one fantasy creature – the head, body, back legs, front legs and tail each represented one of the five factors and its success level.

INSIGHTS

Can adults influence ever really be removed?

The CE approach was delivered on top of the OMS approach. The OMS findings will have influenced the views of those involved in the CE approach. Efforts were made to reduce their influence over the evaluation, but it's undeniable that the training sessions themselves, led by project staff, would have helped to shape the outcomes from the children.

In addition, the adult facilitators present to ensure child safety, may also have impacted on outcomes during workshops and interviews.

The right tools are needed to enable this approach

In this case study, PLAN enabled the child evaluators to select their preferred methodologies for collating and analysing feedback. However, they were presented with tools to choose from, each of which had been used and tested previously by PLAN. This 'choice control' is important to ensure children are only presented with options that will be viable. Children also require time to practice using the tools and reading responses given using them.

It's perfectly feasible to use child led evaluation elsewhere

The child-led process led by PLAN has undoubtedly demonstrated that children have the ability to deliver a credible and nuanced evaluation with integrity and analytical ability, all with a very short training time.

The methodologies employed could be utilised elsewhere to bring child led evaluation to the fore in programming. PLAN have openly shared the methodologies employed, enabling other organisations to utilise these.

INSIGHTS

Age of the CEs did not significantly reduce the quality of data collected

Three projects aimed to assess the impact of child led evaluation, the project in Cambodia, a second in Zimbabwe, and a third spanning the two. This final experience in the series made use of a slightly modified methodology to incorporate learning from the previous studies and differences in the programme. Younger children were selected as the child evaluators and neither the younger age of the evaluators in this experience, nor the additional level of analysis trialed, pushed the process beyond the children's ability.

Developing for children presents a more accessible evaluation model for others

The use of visual and interactive assessment methods aids the development of a research approach that could be used across a number of different groups, for example those with learning difficulties, or those with lower levels of literacy.

Quantitative data collection cannot be replaced

The OMS data was quantitative and collected by multiple stakeholders. It presented findings that were not identified during the qualitative child led evaluation. This was due to the qualitative nature of the data collection rather than the child leadership, but it does highlight the need for there to be formal data collection, as well as testimonial data to provide a full programme evaluation. There is scope for further innovation, looking at how these two methods of evaluation can work alongside each other, ensuring data can be collected, whilst still allowing child led evaluation.

What's unique about the innovation?

CEs were representative of the whole community

In other examples of child led evaluation, this has been undertaken by children who may already be more actively involved, for example via advocacy networks or school programmes. Therefore they may well represent a certain portion of the community.

In the Child Led Evaluation by PLAN, they wanted to ensure that those selected were not selected on school performance or confidence levels, even though this may have expedited the evaluation process. These children aim to represent the different backgrounds and barriers that may be present across the community.

The marginal role of adults

Adult involvement was minimised as much as possible and purposefully called the Adult Enabling Team, rather than supervisors or programme leads. The adults only made decisions in relation to: logistics (which villages or schools to target for data collection, the venue of meetings etc.), start date and duration of the process, compensation for the CEs' time and other administrative processes.

This approach aimed to help shift the cultural norm that children need teaching and discipline by adults. Enabling children to lead an entire evaluation process is a concept that completely overturns social norms and the power balance associated with them. The programme team had to create an open and accountable environment, building the children's trust in the Enabling Adult Team, and their own sense of empowerment. The CEs were asked to feedback on the AET to ensure they felt, and continued to feel in control of the evaluation, supported but not guided.

What makes it innovative?

Child led evaluation is rare, and when it does occur it is targeted at one or more supplementary areas

Extensive desk research into previous experiences of evaluations led by children revealed that despite many policies and manuals suggesting strategies for beneficiary involvement in M&E, children are rarely involved in evaluations. When they are, generally they are only asked to evaluate the level of child involvement rather than entire projects or programmes. In fact only a handful of evaluation reports incorporating meaningful involvement of children assessing entire projects existed. The majority of these were small scale projects in developed or middle-income countries, and generally involved youth rather than children. At the time of the study there were no well documented examples of a full evaluation led entirely by children for a large scale multi-sectoral programme in low income countries.

Heavy use of visuals and rubrics

The use of imagery and rubrics to represent concepts, key factors and responses to questions was very innovative. These approaches have been seen in other projects, but in no cases have they been used to carry out an entire qualitative assessment, un-supplemented by other more traditional activities.

A number of simple, visual approaches were used including Daisy Heads, with petals representing the relative size of the barriers to each individual, and the snail chart, which represented levels of confidence in such an efficient way that no explanation was required.

I CARE ABOUT HER from Oxfam

INNOVATION/ APPROACH	Approach
FOCUS OF INNOVATION	Child Protection – reducing violence against women and children through interpersonal relationships
TYPE OF INNOVATION	Transformational

OVERVIEW

I Care About Her is a campaign from Oxfam being delivered in Zambia that has been running since 2012 and engages men and boys as allies in the fight against violence against women and girls (VAWG). The programme works to end violence against women and girls by transforming attitudes and beliefs and mobilising men and boys to champion non-violence.

The programme brings together a wide range of media and engagement activities, targeted at different age groups, to holistically tackle cultural attitudes towards VAWG, whilst helping to build the skills the next generation needs to be able to deal with relationships and life, without violence.

A combination of television debates and community discussion groups give men a space to learn about violence, take action to change and build skills to convince fellow men to do the same. A school campaign has worked on targeting the young, helping to build a different culture in the next generation, whilst tackling the existing cultural beliefs in their grandparents, parents and older siblings. The media attention has led to the Zambian government paying attention and Oxfam have been asked to mainstream the I care About Her training methodology in colleges for police officers and teachers. The Minister of Gender has been in touch to discus the roll out of the program nationwide – a landmark decision that will have major social impact.

Considering the relatively short amount of time that the programme has been running, they are already seeing a change in male/female relationships, with reports of VAWG dropping and testimonial evidence that men are more able to discuss their feelings and have fulfilling relationships. This programme is about building a new generation, and making behaviours seen as previously unacceptable, acceptable to that generation.

FEATURES

Behaviour change

Changing attitudes and behaviour is at the heart of this case study. It aims to identify and tackle the various factors in creating a culture of violence towards women.

Building capacity in local partnerships

Oxfam have funded and developed the programme, but delivery has been given to local partners. Oxfam takes the role of capacity building and supporting those local partners, building a sense of local ownership.

Advocacy

The model focuses on recruiting advocates of a new 'model for men' and an environment where violence towards women and girls is looked down on.

Replicable model

Oxfam have aimed to create a model that can be adopted elsewhere. Whilst the communication details may need to be localised, the approach itself could be easily replicated.

KEY PERFORMANCE INDICATORS

The measures tracked have evolved as the campaign has progressed, but have been mostly focused on two key elements: Impact and Engagement, both intrinsically linked of course, but measured quite differently.

For impact, both quantitative and qualitative data has been reviewed. Examples include the reported number of incidences against women to police using formal figures, and reported numbers of incidences from direct conversations with families involved.

They have also tracked the number and scale of actions taken against perpetrators, for example the number of actions taken by school clubs holding people to account for violence.

For engagement, the majority of measures that have been used are those you'd expect in a campaign: such as media coverage – where, when and audience reached.
They have also tracked the number of media channels created such as radio shows featuring debates around I Care About Her.

Deeper levels of engagement have been measured, identifying active participation in the programme. For example, the number of prominent male leaders involved in the campaign. These have included the Minister of Defence, the Deputy Commissioner of Police, the Bishop, athletes and musicians; the number of champions trained (currently 90), and the number of men attending I Care About Her marches.

As well as monitoring the level of key stakeholder engagement, such as the involvement of Men's Lobby groups, government participation and the number of police officers trained have been tracked.

INSIGHTS

The use of media has been intrinsic to success –
the media is one of the strongest players in determining cultural norms. It reinforces behaviours and promotes attitudes. By working with them from the beginning, Oxfam have helped to engage a huge audience through a medium that they value and learn from. The media partnerships also enable them to optimise the potential for social norm changes: by showcasing the number of men getting involved, it reinforces the idea that this is something positive and aspirational.

Mass media campaigns to tackle social norms have to remain localised –
Oxfam has spoken openly about the challenges of creating a media based campaign with mass appeal. Not least, their difficulties in ensuring they use a language that works at scale, but does not incorporate flawed beliefs they are working to overcome, e.g. use of the word 'protect'. They have not yet provided a clear path for avoiding this. The case study shows that scaling an attitudinal programme is difficult, and that it should perhaps not simply be replicated elsewhere, although the temptation of economies of scale are significant. The attitudes held will be different in each region, and the campaign has to be localized to avoid running the risk of communications not landing correctly in people's minds or indeed not landing at all.

It's vital to ensure the campaign structure itself does not reinforce negative social norms –

As men got more heavily involved, they seemed to be usurping leadership from women. It's important that the value of women at the helm of women's movements is valued by the community, especially as their experience in the space means that the messages used are more likely to be appropriate.

It showcases the need to be continuously evolving the campaign and creating offshoot campaigns to tackle new social norms appearing that could threaten the core aims of the programme.

Total devolution of campaign leadership may affect impacts –

Oxfam has created and funded the programme, but partners, such as Zambia Women's Lobby, are the key delivery players. Oxfam Zambia does not create and deliver the messaging now, as this aspect lies with the local partners. Some messaging developed by the local groups has come under fire, notably, a message that called to 'protect' women and girls, which risked reinforcing patriarchal beliefs that call for women to cover themselves up - in the name of their safety. These assumptions are based on a deep notion that men cannot control violating, thus it is up to women to avoid provoking them. It's therefore important to consider how to devolve responsibility, whilst still maintaining the ability to steer campaigns, overcoming ingrained beliefs that may be held by programme staff.

It's important to map out the impacts of working with certain groups –

Whilst Oxfam has now structured the campaign to work across both women's and men's groups, initial messaging and campaign effort was targeted at engaging and changing attitudes in men. They found that this was not tackling the deep held beliefs of women. The majority of Zambian women also hold patriarchal beliefs and it is often women who reinforce and uphold those beliefs in their various roles as custodians of culture. Therefore it's vital that stakeholder mapping considers the impacts overtime of any advocacy activity. This mapping should be done regularly with the community groups involved, so they can highlight potential issues early on.

What's unique about the innovation?

The diversity of strategies employed

The I Care About Her programme uses diverse strategies, including mass media, marches, community discussion groups and a school curriculum, to engage men and boys as allies in the fight against VAWG and transform the inequalities which perpetuate their power over women and girls.

The use of national TV to drive discussion and represent a new type of 'man'

September 2013 saw the launch of the second season of the I Care About Her men's discussion series on national TV and radio. The upbeat discussions are broadcast live across Zambia, and feature men discussing topics such as how they can support ending violence against women and girls and the impact this violence has on communities. Producers have noted that men have called in to say how much they appreciate the show. "It is refreshing to see ordinary men on live TV taking a strong stand... This is the right step in creating a safe and violence-free Zambia," said Benson Nwalya, a caller from Northern Province.

The psychodynamic counselling approach

Cultural, traditional and religious practices and beliefs all contribute towards maintaining unequal power relations which place men and boys in a position of power over women and girls. As many as 62% of women and 49% of men believe that a man is justified in beating his wife under certain circumstances. Violence is often considered part of being a "real man" – 72% of men in Zambia admit to having committed some form of violence against women.

The programme recognises the background beliefs driving these behaviours and, through group sessions that mimic group therapy models, aims to tackle them.

"We have always been taught that to be loving is to be weak. The first thing a man feels he must do when he is married is to exert his superiority. It is time to change."

Says Solomon Jere, Deputy Inspector-General of the Zambian Police Force

What makes it innovative?

Engaging with perpetrators, not those already opposed

Often advocacy campaigns target those who already hold more positive beliefs and push them to advocate to others. This project was designed to work with the primary perpetrators of physical and sexual violence towards women and girls, in order to transform attitudes and beliefs that perpetuate violence.

Working from every direction to drive change

The Oxfam team have identified the various factors involved when looking at why men behave violently. This is not only their own beliefs, but those of the women around them and those in official positions, such as the police. The I Care About Her Project targets the behaviour from a number of angles:

- Working with potential future perpetrators and victims – A school project is working to tackle beliefs in the younger generation, helping them to challenge beliefs held by their elders.
- The current perpetrators and their peers – a grassroots campaign to identify champions was launched in 2013, facilitated by the YWCA Men's Network. The groups use community workshops to spark debate around key issues such as rape.
- Those defending the perpetrators – Women's groups have been engaged to spark debate around whether women hold beliefs that violence is actually acceptable, and aim to challenge these attitudes.
- Those enabling the perpetrators - 50 police officers have been trained as I Care About Her champions; this enables them to be more aware of the issues and more responsive to reports of crimes. They are selected as the officers to attend reports of physical or sexual violence, to encourage a stronger response to the crime.

The innovations were based on an understanding of what inspired men

Oxfam carried out some rapid research to find out what would reach men's hearts and minds. Their survey showed that in relation to women, what really moved Zambian men was concern for the wellbeing of their mothers, their daughters, and their wives.

Choosing the right messenger

Research shows that it is the messenger that is as important as the crafting of the message in terms of how well the message is retained and believed. So Oxfam Zambia sought to have their message delivered through others, with more reach, rather than retain complete control.